**The Core and MORE Instruction Checklist**

**By: Jaydene Washburn & Stacie King**

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| **The CCSS Standard: NBT.2 Compare two multi-digit numbers based on meanings of the digits in each place, using <,>,= symbols.**  **The Envision Lesson: 1-3 Comparing and Ordering Whole Numbers** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: Interactive Learning Recording Sheet 1  Think Together Center Activity  Dice  Vocabulary booklet | Review: standard form  period |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| ***Daily Spiral Review:***  As part of morning work, assign the students Daily Review, either written or oral.  ***Problem of the Day: Talk with a partner,***  The sum of my digits is 13.  My hundreds place is 3 less than 5.  My ones place is 4 more than 3.  My thousands place is even.  What 4-digit numbers can I be?  **ANSWER: 2,227 OR 4,207** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you provide multiple opportunities for vocabulary to be used in context?   **Review vocabulary words: standard form and period**  Students think-pair-share. “How do the different periods affect comparing the numbers?  “How does understanding standard form help you compare numbers?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  **Pose the problem: These are the depths of the Atlantic (28,232), Indian (23,376), and Pacific Oceans (35,840).** Write the depths on the board for students to copy.  **A robotic submarine can dive to a depth of 26,000 feet below sea level. Work with a partner to decide which ocean(s) the sub can explore all the way to the bottom.**  Draw a line on the board and label it 26,000 feet “Robotic Sub.”  **Label each point with a number and the name of the ocean. “Which is lower on the number line?”**  Have students work in pairs to order the depths of the oceans from least to greatest.  “How did you know where to place the different oceans?’” “Can you justify your answer?” |  |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  **Purpose: Students will use place value to compare and order numbers and use greater than and less than symbols.**  Watch the video on line or look at it in the EnVision book.  Draw a representation of the numbers that are being compared.  Prevent misconceptions by asking; “Which number do the less than and greater than sign open up to?” “How do you know?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  **How do you compare numbers?**  \*Use place value to compare numbers.  \*Look at the next digit if the number in the ones place is the same in both numbers.  \*The first place where the digits are different is the place that you compare.  “What are the similarities to comparing numbers in the thousands to comparing numbers in the millions?” “Can you explain how this will help you compare other size numbers?” “Why does this work?”  Students can also use a number line to order and compare numbers. “How would we make a number line to solve our problem?” “How does the number line help you?”  When ordering numbers ask yourself, “Am I being asked to order from greatest to least or least to greatest?” “Why is this important to know?” “What difference is there?”  Write a number on the board. Have the students add 100 /1000 or subtract 100/1000. Ask: “How does this change our number?” “How did you solve this?” “Can you explain why the number changes like it does?” “Is there another way to solve the problem?” Do this several times.  Choose problems on pgs. 10-13 to do and discuss as a class. If students are having difficulties, have them draw a number line or draw a place value chart.  Give students problems do to as Independent Practice.  “Explain how you got your answer?” “Is there a different way to solve the problem?” “Where would your answer fit on the number line?” “Is the answer to #1 greater or less than the answer to #2?” “How do you know?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Use the **Quick Check 1-3** to assess students’ learning. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| **\***Think Together Center Activity  \*With a partner, students can roll 5 dice. Then their partner does the same. Each student makes a number with their dice and then they compare numbers. Discuss whose number is greater or less, and how do they know?  \*Vocabulary booklet - fill in any blanks on Frayer charts for words already discussed and test your partner. “What does this word mean? Give me an example. Give me a non-example. What are the characteristics of this word? Can you draw a picture of what this word looks like?” | |
| **HOMEWORK** | |
| **Practice 1-3 worksheet** | |